

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

Geography Long Term Plan

We learn geography to understand our physical world, how it changes and affects us, including the living things within it.

* Locational knowledge
* Place knowledge
* Human and physical knowledge
* Geographical skills and fieldwork

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| KS2 – Cycle A | Autumn | | Spring | | | Summer | |
| Geography POS | ***Human geography:*** *Types of settlement and land use, economic activity including links and the distribution of natural resources including energy, food, minerals and water.*  ***Physical geography:*** *Understanding climate zones, biomes and vegetation belts.*  *Compare Use to countries from the Southern Hemisphere. Geographical skills and fieldwork – use maps, atlases, globes and digital / computer mapping to locate countries and describe features studies.*  *Use fieldwork to observe, measure and record.*  *Use the 8 points of the compass, 4 and 6 figured reference grids.* | | ***Human geography:*** *Types of settlement and land use, economic activity including links and the distribution of natural resources including energy, food, minerals and water.*  ***Physical geography:*** *Understanding climate zones, biomes and vegetation belts.*  *Compare Use to countries from the Southern Hemisphere.*  *Geographical skills and fieldwork – use maps, atlases, globes and digital / computer mapping to locate countries and describe features studies.*  *Use fieldwork to observe, measure and record.*  *Use the 8 points of the compass, 4 and 6 figured reference grids.* | | | ***Human geography:*** *Types of settlement and land use, economic activity including links and the distribution of natural resources including energy, food, minerals and water.*  ***Physical geography:*** *Understanding climate zones, biomes and vegetation belts.*  *Compare Use to countries from the Southern Hemisphere.*  *Geographical skills and fieldwork – use maps, atlases, globes and digital / computer mapping to locate countries and describe features studies.*  *Use fieldwork to observe, measure and record.*  *Use the 8 points of the compass, 4 and 6 figured reference grids.* | |
| Key objectives | Year 3/4 | Year 5/6 | Year 3/4  (Spring 1) | Year 3/4  (Spring 2) | Year 5/6 | Year 3/4 | Year 5/6 |
| Topic name | History topic | History topic | **Would you like to live in India?** | **Why is the earth so angry?** | **What makes our world wonderful?**  **(full term)** | **Which continent would you like to live in?** | **Who were the Ancient Greeks?**  **(History/Geography combined topic)** |
| Key concepts |  |  | Physical geography (bodies of water, biomes)  Boundaries and cartography (continents/nations, maps/atlases)  Resources and interdependence (food supply, economy and trade, infrastructure, energy)  Settlement and movement (population, migration, rural, urban, navigation, transport, community)  Climate and change (weather, sustainability, pollution) | Physical geography (bodies of water, biomes, tectonics, topography)  Boundaries and cartography (continents/nations, maps/atlases, symbols)  Climate and change (weather, climate zones) | Physical geography (bodies of water, biomes, tectonics, topography)  Boundaries and cartography (continents/nations, maps/atlases, localities, symbols)  Resources and interdependence (food supply, economy and trade, infrastructure, energy)  Settlement and movement (population, rural, urban, navigation, transport, community)  Climate and change (weather, climate zones, adaptation, climate change, sustainability, pollution) | Physical geography (bodies of water, biomes, topography)  Boundaries and cartography (continents/nations, maps/atlases, localities)  Resources and interdependence (food supply, economy and trade, infrastructure)  Settlement and movement (population, rural, urban, navigation, community)  Climate and change (weather, climate zones) | Physical geography (bodies of water, biomes, topography)  Boundaries and cartography (continents/nations, maps/atlases)  Resources and interdependence (food supply, infrastructure)  Settlement and movement (population, rural, urban, community)  Climate and change (weather, climate zones) |
| Locational / place |  |  | Know the main differences between a place in England and that of a small place in a non-European country  To be able to locate India, New Dehli and Chembakolli on a map/atlas  To be able to identify the capital city of India.  To locate the river Ganges and the Himalayas on a map. | To know where most volcanoes are found. (Ring of fire)  To know about some of the largest/most famous volcanoes.  To know where tornadoes happen. | To know the names of a number of European capitals  To know the names of and locate at least eight major capital cities across the world  To know what is meant by the term ‘tropics’  To know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map (recap due to covid)  Know about time zones and work out differences | Know the names of and locate the seven continents of the world  Know the names of and locate the five oceans of the world  Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland  To know the names of and locate at least eight European countries  To know the names of four countries from the southern and four from the northern hemisphere | To know the names of a number of European capitals  To know that Greece is in Europe  To know that Athens is the capital of Greece.  To be able to locate Greece on a map/alas.  To know that Greece share borders with Albania, Turkey, Macedonia and Bulgaria.  To know that the Aegean Sea, Mediterranean Sea and Ionian Sea surround Greece. |
| Human |  |  | Explain some of the advantages and disadvantages of living in a city or village.  To know, describe and understand key aspects of human geography, including types of settlement and land use- including the position of specific local landmarks. (Taj Mahal and Chembakolli village landmarks)  To explore the buildings in Chembakolli compared with New Dehli  To compare daily life between a city in India and a village.  To know how the climate (monsoon season) contributes to life in India.  To know that India’s culture is very diverse. | To know how to keep safe during an earthquake.  To know the damage an earthquake can cause to villages and buildings.  To know some risks and benefits of living near a volcano | To Know why industrial areas and ports are important  Know main human and physical differences between developed and third world countries (compare with Africa but ensure not a one sided story)  To know how humans have affected biodiversity (pollution, hunting, resources, global warming)  To know what climate change is.  To understand renewable energy  To know how endangered animals have been affected by humans.  To know how pollution affects the oceans.  To know the seven wonders of the world. | To know some famous landmarks within each continent.  To compare similarities and differences between continents.  To know that culture and diversity varies in each continent. | To know that the Parthenon is a former temple, dedicated to the Goddess Athena  To know that the Acropolis is an ancient citadel.  To know why Greece is such a successful tourist spot.  To compare similarities and differences between Greece and the UK  To research the cultural differences between Greece and the UK, including food. |
| Physical |  |  | To describe the physical features of Chembakolli and compare them to Welbourn.  To compare the physical features of Chembakolli and New Dehli.  To know that India has a tropical climate, and the importance of monsoon season.  To know that the landscape of India is very diverse with deserts, jungles, modern cities, beaches and mountain ranges. | To know the layers that make up the Earth.  To know that tectonic plates make up the earths crust.  To know what causes an earthquake  To know the key parts of a volcano.  To know what happens when a volcano erupts.  To know that volcanoes can be extinct, dormant or active;  To know how tornadoes form.  To know what a tsunami is.  To know the damage a tsunami causes. | To know the names of and locate some of the world’s deserts.  To know how desserts are formed.  To know about the different biomes across the world.  To know what biodiversity is. | Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach  To know that different landscapes are found on each continent.  To understand there are different climates/temperatures in different parts of the world. | To know that the climate in Greece is a Mediterranean climate, which differs from the climate in the UK.  To know that Greece has many mountainous areas, including Mount Olympus. |
| Geographical |  |  | Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian  To find India, Chembakolli and New Dehli on a map.  Use Google Earth to locate and explore India | To know how scientists collect data about storms.  To know what tectonic plates are when looking at a map.  To compare the earthquake map to the tectonic plates map. | Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian (revisit)  Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. | Know and use the terminologies: left and right; below, next to  Use maps to locate European countries and capitals.  Know and name the eight points of a compass  Be able to locate all the continents on a map/atlas. | To use maps/globes to locate Greece.  To use Google Earth to locate some of the Greek islands.  To locate the borders of Greece on a map/atlas. |
| Key vocabulary |  |  | New Dehli  Elephant  Hindi  Taj Mahal  Monsoon  Rickshaw  Sari  Asia  Chembakolli  Drought  Climate  Humid  Tropical  Himalayas  Ganges  Diversity  Culture  Mumbai | Tsunami  Tornado  Volcano  Earthquake  Blizzard  Eruption  Lava  Extinct  Dormant  Active  Drought  Tectonic plates  Humus  Crust  Inner core  Mantle  Outer core  Layers  Magnetism  Pressure  Crater  Conduit  Magma  Bedrock  Topsoil  Subsoil | Ecosystem  Biodiversity  Sources  Habitat  Global warming  Pollution  Unsustainable  Renewable  Over consumption  Conservation  Biomes  Evaporation  Hadley cell  Relief  Rain shadow  Trade wind  Condensation  High pressure | Mountain  Lake  Valley  Island  Cliff  Continent  Countries  Asia  Antarctica  Europe  Africa  North/South America  Australia | Athens  Europe  Climate  Outcrop  Olympus  Mediterranean  Acropolis  Citadel  Parthenon  Temple  Goddess  Euro  Ionian  Aegean  Worship  Navigable  Mythology |